

Assessment Literacy—Advanced Series

Clarify Intended Learning

This advanced series is designed for use by educators who have had experience with all components of the Smarter Balanced assessment system. Educators interacting with this series will engage in the formative assessment process while learning how to evaluate and align classroom instructional and assessment tools with regard to depth of knowledge (DOK) and accessibility for all students.

Learning Goals:

- Educators understand that valid assessments are aligned to the intended learning.
- Educators understand that measuring mastery of the California state standards requires assessing at specific DOK levels.
- Educators understand that fair practices ensure assessments are accessible to all students and are free from bias.

Success Criteria:

- Educators can evaluate assessment items for alignment with intended learning.
- Educators can evaluate classroom assessments for alignment with DOK and fair assessment practices.
- Educators can evaluate the alignment of instructional materials with DOK and fair assessment practice.

Title	Resource Overview
Why Formative Assessment? http://bit.ly/1U1ZBus	This resource contains a 4-minute clip of Rick Wormeli, a well-known and respected advocate for change in education, discussing the use and importance of formative assessment as compared to and in conjunction with summative assessment.
ELA Performance Tasks http://bit.ly/1p5zCp0	This resource demonstrates how teachers can use Smarter Balanced resources to develop performance tasks in English language arts. Teachers will be able to use these resources to plan their curricular content and instructional design to maximize successful implementation of the California state standards.

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<p>Evaluating Classroom Assessments http://bit.ly/21jBYNI</p>	<p>This 30-minute interactive module explores three criteria that may be used to evaluate classroom assessments. The first criterion is alignment to the intended learning, which includes learning goals and success criteria that reflect the intent of the California state standards. The second criterion is alignment to DOK level. The third criterion is alignment to fair assessment practices to ensure items are free of bias and appropriate for all students. Educators will be introduced to a Classroom Assessment Evaluation Matrix, which incorporates these three criteria and may be used in a variety of educational settings.</p>
<p>Depth of Knowledge Examples for CCSS Assessments http://bit.ly/1LbJPw</p>	<p>This resource includes a PowerPoint presentation, a guide to Dr. Norman Webb’s DOK model, and a presentation by Dr. Karen Hess. Examples of DOK shows the complexity of the processes that occur when a question is answered, a task is performed, or a product is generated.</p>
<p>Introduction to the Individual Student Assessment Accessibility Profile (ISAAP) Updated http://bit.ly/1Sxnyc7</p> <p>Note: California uses an ISAAP tool that syncs with the Test Operations Management System (TOMS). The information is the same, but California teachers will use the link in TOMS instead of the one in this module.</p>	<p>This 30-minute interactive module offers an overview of the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i>, the ISAAP process, and the ISAAP tool. Smarter Balanced suggests a process and tool by which each student’s need(s) can be matched with appropriate universal tools, designated supports, and/or accommodations.</p>
<p>Maximizing Access to Instruction and Testing for Students with Disabilities to Improve Achievement http://bit.ly/1R5Gpvl</p> <p>Archived Webinar with Dr. Stephen Elliot http://bit.ly/1LPdyf</p>	<p>In this research-to-practice brief, the authors examine the concept of accessibility in the context of classroom instruction and large-scale testing and reports on research-driven strategies teachers can use to improve access for all students. They explore several questions: What are the access barriers to instruction for students with disabilities? What effect do these barriers have on students’ achievement? What are the access barriers to testing for students with disabilities? What can teachers do to overcome these access barriers and improve the outcomes for students with disabilities?</p>
<p>Opportunity to Learn for All Students: Enhancing Access to What Should Be Taught and Will Be Tested http://bit.ly/1TloziU</p> <p>Archived Webinar with Dr. Alexander Kurz http://bit.ly/1QEEU4</p>	<p>Opportunity to Learn (OTL) contains an in-depth research-to-practice brief providing practitioners with in-depth information on OTL, its background research and application for practice. Reading the brief will help practitioners (1) understand the concept of OTL within the larger context of a test-based accountability curriculum framework; (2) understand the importance of OTL based on federal mandates and testing standards; and (3) understand how OTL can be collected and used to make data-based instructional decisions.</p>

